

GREAT START READINESS PROGRAM (GSRP)		
Child Risk Factor	Definition/Documentation	Discussion
1. Low family income	<p>Definition: equal to or less than 250% of federal poverty level (FPL).</p> <p>Documentation:</p> <ul style="list-style-type: none"> • Document gross income. • Copy of income verification on file: previous year's tax forms, paycheck stub, DHS child care verification form, subsidized meal form including income calculation or staff signature verifying family produced the document and income was verified. • Include income of family members legally responsible for support of child. • See Implementation Manual, Sections 2 and 3, for additional information. 	<p>Children living in families who are income eligible for Head Start are referred to Head Start. This risk factor category is reserved for children eligible for Head Start who cannot be served in Head Start, and those over the Head Start income guideline. Low family income is associated with inability to access many services and necessities that impact children's health, development, and learning. This risk factor counts as two risk factors when prioritizing children for enrollment.</p>

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2. Diagnosed disability or identified developmental delay	<p>Definition: Child is eligible for special education services or child's developmental progress is less than that expected for his/her chronological age, or chronic health issues cause development or learning problems.</p> <p>Documentation:</p> <ul style="list-style-type: none"> • Referral or diagnosis from physical or mental health system or provider, or other early childhood program • <i>Early On</i>® transition referral at age three • Special education referral; developmental concerns noted, but not eligible for services • Individualized Education Plan (IEP) • Screening assessment results combined with professional or parental referral • Specific diagnosis on health form 	<p>A child may be eligible because of a specific diagnosis or significant delay resulting in an Individualized Education Program (IEP).</p> <p>Developmental progress may be less than expected in one or more developmental domains (cognitive, social, emotional, physical), or child was eligible for Part C of IDEA (<i>Early On</i>®) services, but not Part B, 619 (i.e., not eligible for early childhood special education services, but at-risk of becoming special education eligible).</p> <p>Child has health issues, including high lead level, that have a high probability of resulting in a developmental delay or learning difficulty, although not yet detectable.</p> <p>Physician referral, special education referral, developmental screening, or parent report may indicate delay.</p> <p>Parental report of developmental concern or chronic health concern should be referred to the local intermediate school district for observation and/or evaluation and recommendation.</p>

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3. Severe or challenging behavior	<p>Definition: Child has been expelled from preschool or child care center.</p> <p>Documentation:</p> <ul style="list-style-type: none"> • Exclusion from other preschool/child care programs. • Social services or medical referrals. • Parent interview questions/report. • Legal report or restraining order. • Staff documentation on home visits or other contacts. • Interview question: "Does anyone in the household hit or throw things when he/she is angry?" 	Child's behavior has prevented participation in another group setting or mental health professional has referred.
4. Primary home language other than English	<p>Definition: English is not spoken in the child's home; English is not the child's first language.</p> <p>Documentation:</p> <ul style="list-style-type: none"> • Interview question: "What language is spoken in your home?" • Parent or advocate report. 	Children entering school not speaking English must learn the language as well as the academic content. For most children in the United States who do not speak English at home, academic learning will be slowed unless they have opportunities to read, write, hear, and speak correct English in their preschool years.
5. Parent/guardian with low educational attainment	<p>Definition: Parent has not graduated from high school or is illiterate.</p> <p>Documentation:</p> <ul style="list-style-type: none"> • Parent report. • School report, record, or referral. 	To enter school ready to learn, children need many experiences with books and language. Parents who cannot read or who have low educational attainment are less able to help their own children by offering them the consistent, frequent, and positive experiences with books and language they need for school success.

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<p>6. Abuse/neglect of child or parent</p>	<p>Definition: Domestic, sexual, or physical abuse of child or parent; child neglect issues. Child Protective Services report.</p> <p>Documentation:</p> <ul style="list-style-type: none"> • Parent report. • Court or police report. • Restraining order in domestic violence situation. • Family received services in a 0-3 Secondary Prevention Program. • Medical report. • Community knowledge of family. • May be discovered on home visits. 	<p>Includes abuse/neglect of child as well as domestic/spousal abuse of parent or sibling.</p> <p>Abuse of alcohol, prescription or non-prescription (inhalants, cough syrup, methamphetamine, etc.) drugs by family members or in the home.</p>

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7. Environmental risk	<p>Definition: Parental loss due to death, divorce, incarceration, military service, or absence;</p> <p>Documentation:</p> <ul style="list-style-type: none"> • Parent report. • Divorce and custody papers. • Death certificate. • Other legal forms. • Deployment orders. • Letter from facility. <p>Definition: sibling issues;</p> <p>Documentation:</p> <ul style="list-style-type: none"> • Legal report. • Parent report. • Agency referral. • Medical report. <p>Definition: teen parent (not yet age 20 when first child born);</p> <p>Documentation:</p> <ul style="list-style-type: none"> • Birth certificate. • Ages of siblings. <p>Definition: family is homeless or without stable housing;</p> <p>Documentation:</p>	<p>Could include armed services deployment, incarceration, chronic illness (physical, mental, emotional), or frequent changes in custody, grandparents raising grandchildren, single parent, foster family or marital problems.</p> <p>Child's situation is negatively effected by issues related to a sibling (e.g., chronic illness, behavior issues, disability, death).</p> <p>If child is a much later birth, rather than the first child of a teenager or one of several in close proximity, the factor may or may not cause risk and should be examined carefully.</p> <p>Family is homeless, living in a shelter or with other families, is in home foreclosure, or has frequent changes of residence.</p>

	<ul style="list-style-type: none"> • Address records. • Custody orders. • Parent report. • Social services or medical referral. <p>Definition: residence in a high-risk neighborhood (area of high poverty, high crime, with limited access to critical community services); or</p> <p>Documentation:</p> <ul style="list-style-type: none"> • Parent report. • May be identified by staff on the home visit. • Staff report. <p>Definition: prenatal or postnatal exposure to toxic substances known to cause learning or developmental delays.</p> <p>Documentation:</p> <ul style="list-style-type: none"> • Medical or hospital records. • Parent report. • Social services referral. 	<p>Child experiences daily exposure to environmental pollutants (lead exposure, rodents, insect infestations), high crime, violence, injury, drug abuse, or death rates; unsafe or crowded housing, lack of utilities, or no space for children's play.</p> <p>Prenatal or postnatal toxic exposure including Fetal Alcohol Syndrome, children born addicted, or environmentally-induced respiratory problems.</p>
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